

Collaborative Decision-Making Matrix

A Process to Identify Priority Standards*

School and/or District: _____ Date: _____

Grade Level: _____ Content/Course: _____

Potential Priority Standards (Such as indicators, grade level/course expectations, performance standards)	E Endurance	R Readiness	L Leverage	High-Stakes Tests/ Data/ Blueprints	Rigor	K-12 Alignment and Feedback	First-Draft of Priority Standards Accordion Model Feedback	Rationale for Becoming a Priority Standard
1.								
2.								
3.								
4.								

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5.								
6.								
7.								
8.								

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9.								
10.								
11.								
12.								

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14.								
15.								
16.								

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Priority Standards

“Those standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives.”

—Dr. Douglas Reeves

“What do your students need for success—in school (this year, next year, and so on), in life, and on your state tests?”

—Larry Ainsworth

1. Standards that are critical for student success
2. Look at the most specific, grade-level expectations
3. Need-to-know versus nice-to-know: What pops out at you (individually) as an absolute “must know” for your students?
4. Endurance: Life-long knowledge and skills that stand the test of time
5. Readiness for the next level of learning: Ready for success at the next grade level or the next level of instruction
6. Leverage: Knowledge and skills necessary for success in multiple content areas and grade levels
7. Rigor: Require higher-level thinking
8. High-stakes tests/data: Does this potential Priority Standard complement the content and skills that will be tested at the district/state level? What are the strengths and areas of concern in the data from your school, grade level, department, and/or district?
9. K–12 alignment: Check with grade below and grade above for gaps, overlaps, and omissions. Grade spans and/or courses post their charts in K–12 progression to look for vertical alignment *within* grade spans and *between* grades spans, revise selections as needed.

*Refer to *Power Standards: Identifying the Standards that Matter the Most* (2003) by Larry Ainsworth for the complete step-by-step identification process.